SUGGESTIONS

FOR

PRIMARY WORK

IN

READING AND NUMBERS.

HALL & O'DONALD LITHO. CO., TOPEKA.

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READING AND NUMBERS.

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BY
EMILIE KUHLMANN.

READING BOXES.

For beginning classes, reading charts and the blackboard are generally used. The chief objection to charts is, that words are not repeated often enough. The child commits the sentences to memory before the forms of the words are thoroughly impressed on his mind.

The first words should be drilled upon thoroughly. The child must see the same words in connection with different thoughts. In script this can be easily done by means of the blackboard, but he also needs the print. By using the Reading Boxes the child puts the words together to express thoughts.

The Reading Boxes offer, also, some other advantages which our teachers, with their crowded schools, will appreciate. The teacher is often in need of something to keep the children busy, and it is hoped that the Reading Boxes will take a place among the occupations called busy work.

Fifty different words, five copies of each, belong to one box. These words are put in seven different envelopes, each marked with the words it contains. The envelopes are also numbered, so that the words needed can be easily found.

Teachers will observe:

1. That the words have not been taken from one reader or reading chart, but may be found in almost any first reader or almost any chart.

2. That they are familiar to children generally.

3. That in using these boxes, as shown in the sentences given in the following pages, the same words may be brought to the child's notice a great many times.

4. That the cards are printed on both sides. Nouns are printed in the singular on one side and in the plural on the other. Words which are liable to occur at the beginning of sentences are begun with a capital letter, on one side of the card, and with a small letter, on the other side. Thus the boxes offer a large variety of reading, as well as language exercises.

5. That each word is found five times in the box.

6. That the cards are of different colors, so that two children sitting together can easily see which words belong in their boxes.

7. The child must not see too many words to begin with. The words should therefore be put in the boxes as needed, in accordance with suggestions given below.

Envelope No. 1 contains twenty different words (five copies of each), and comma, period and interrogation mark. These are put in the box at first.

The teacher sees that many short sentences can be formed with these words, and it would be well to begin with the first and follow the entire list given on pages 5 and 6.

Take no new words until the child is really familiar with every word already in the box.

The first lesson may be taught somewhat in the following manner:

The children come to the blackboard.

The teacher has one of the boxes at hand.

Teacher: Who of you has ever lived on a farm? Who has ever visited at a farm-house? Tell me a few things you saw in the country.

Children: Cornfields, houses, fences, cows, horses, etc.

Teacher: Last summer I visited at a farm-house, and every evening I went with little Fred to the chicken yard to gather up the eggs. Fred carried the basket, and was very careful not to break the eggs. The black hen, whose nest was in a box, belonged to Fred. His papa had given it to him. He took good care of it, and fed it every morning.

The teacher may now show the picture of a hen. Hold it so that all the children can see it and take an interest in the lesson. The teacher herself should manifest a great interest in the picture.

1. Take the chalk, and as soon as the attention of the whole class is secured write the word *hen* on the board. Read it slowly. Have the children also give the word.

2. Recall the name of the little boy. What did Fred do every morning? What did he do in the evening?

Write: *Fred.*

Now tell me what Fred has. After the children have given the answer, write, *Fred has a hen*, on the board. Have children read; have them point to the different words. Point to words; have the children give the words. Erase one word; ask which word is gone. Replace it, and again have children read the whole sentence.

3. Pass a Reading Box, and have each child find one of the words written on the board.

4. Who has the first word? (pointing to the first word on the board). Who has the second? etc.

5. Pass a slate and gather up the words to form the sentence.

6. Have several children find the same word.

7. Give one card to each child; let him tell what word it is.

8. Have each child take one card at random, and putting it back in the box tell the word.

9. Each child may take a card and write the word on the blackboard. Continue the exercises about ten minutes.

Send the class back to their places. Distribute the boxes. Write a sentence or two on the board and have the children make these with their cards.

After the first twenty words have been thoroughly learned, add to each box the words contained in envelope No. 2, and so on until the boxes contain all the words.

Preserve the envelopes after the words have been taken out; they will be needed again whenever a beginning class is formed.

Have a box for each child and have the boxes ready before school begins. See that two children sitting together have boxes of different colors.

Teach the children to put the words in a straight line on the table, so that the sentences can be easily read.

Insist also upon correct punctuation and the proper use of capital letters.

At times the children may find the same sentences which were taught them during the reading lesson. For review lessons the children may be allowed to form original sentences.

LIST OF WORDS AND MARKS FOR THE BOX.

Words Contained in Envelope No. 1.

Fred	Fred's
boy	boys
Is	is
This	this
Has	has
A	a
hen	hens
like	likes
The	the
dog	dogs
white	black
Do	do
You	you

I	I
cat	cats
See	see
and	and
doll	dolls
Mary	Mary's
Pretty	pretty
My	my
,	,
.	.
?	?

Words Contained in Envelope No. 2.

nest	nests
egg	eggs

It	it
Little	little
Can	can
In	in

Words Contained in Envelope No. 3.

Catch	catch
Run	run
bird	birds
How	how
Sing	sing

Words Contained in Envelope No. 4.

What	what
Fly	fly

away away
On — on
tree —— trees

WORDS CONTAINED IN ENVELOPE NO. 5.

apple — apples
Mamma —— mamma

Get get
Will —— will

WORDS CONTAINED IN ENVELOPE NO. 6.

With with
play ——— plays
me —— me

dress — dress
Where — where

WORDS CONTAINED IN ENVELOPE NO. 7.

Are — are
Did ——— did
Am — am
box — box

Put words contained in Envelope No. 1 in the box. Take the other six envelopes out of the box.

THE FIRST WORDS ARE:

Fred, boy, is, this, has, a, hen, like, the, dog, white, black, do, you, I, cat, see, and, doll, Mary, pretty, my, , , ?.

With these words the following sentences may be formed:

Fred has a hen.
Fred likes the hen.
Fred has a black hen.
Fred likes the black hen.
Has Fred a dog?
Fred has a white dog.
Fred likes the white dog.
Do you like the white dog?
I like the white cat.
I like the white cat and the black dog.
Do you see the white dog?
Do you see the black dog?
I see the white dog and the black dog.
Do you see the white cat, Fred?
Fred, do you see the black cat?
I see the black cat and the white dog.
Do you like the white cat?
Fred likes the white cat and the black hen.
The white dog likes the black hen.
This is Mary.
Mary has a doll.
Do you see Mary?
Do you see the doll?
I see Mary's doll.
Mary likes the doll.
Do you like the doll, Fred?
Has Mary a cat?

Mary has a white cat.
Mary likes the white cat.
Mary has a black hen.
Mary's dog is black.
Fred's dog is white.
Has Fred a black a hen?
Fred's hen is black and white.
This is Mary's black hen.
This is Mary's black dog.
This is Mary's black cat.
Is this Mary's doll?
See the boy.
See the boy and the dog.
Do you like this boy?
Do you like this dog?
Do you see this boy?
This boy is Fred.
Fred has a pretty black dog.
See Fred's pretty black dog.
Mary, do you see Fred's pretty black dog?
My doll is pretty.
The boy likes my pretty doll.
Fred, do you like my pretty doll?
My pretty white cat likes my black hen.
The boy likes my black cat.
Is Mary's doll pretty?
Mary's doll is pretty.
Mary likes the pretty doll.
I see the pretty doll.

WORDS CONTAINED IN ENVELOPE No. 2.
nest, egg, it, lit le, can, in.

See the pretty little egg.
Do you like it?
It is white.
The white egg is in the nest.
Mary, do you see the little white egg?
Do you see the nest?
Is the white egg in the nest?
Fred, can you see the nest?
I can see the nest and the little white egg in it.
This is Fred's nest.

Fred has a nest and a little egg.
See my pretty little egg.
See my pretty little nest.
Do you see the hen?
The hen is in the nest.
It is Fred's hen.
I like Fred's hen.
Fred's hen is black.
It is a pretty little hen.
Can you see my pretty little hen, Mary?
I can see Fred's hen and my cat.

WORDS CONTAINED IN ENVELOPE No. 3.
catch, run, bird, how, sing.

This is Fred's bird.
The bird can sing.
Sing, little bird, sing.
My little black bird can sing.
Do you like my bird?
The cat likes my little bird.
The cat can catch my little bird.
My little bird is in the nest.
The little black bird has a white egg.
Can the cat catch the little bird?
Catch my little bird.
Can the black bird sing?
Do you like my little bird, Mary?
I like the pretty little bird.
Mary has a bird, a cat and a dog.

WORDS CONTAINED IN ENVELOPE No. 4.
what, fly, away, on, tree.

The little bird is on the tree.
Do you see the nest in the tree?
What is in the nest?
A little white egg is in the nest.
The little black bird is on the tree.
Fred, do you see the bird on the tree?
Fly away, little bird, fly away.
Can you fly, little bird?
Can you sing, little bird?
Sing, little bird, sing.
Fly, little bird, fly.

Can the cat catch the bird?
The bird can fly away.
Fly away, my little bird, the cat can catch you.

WORDS CONTAINED IN ENVELOPE No. 5.
apple, mamma, get, will.

Mamma, do you see this pretty tree?
I see the tree and the pretty apple.
The apple is on the tree.
How pretty this apple is.
Mamma, can you get it?
Catch this apple, Fred.
Can you catch it, Fred?
Can you catch it, Mary?
Do you like apples, Fred?
Do you like apples, Mary?
Mary likes apples.
Fred likes apples.
How pretty this little apple is.
I like it.
Mamma likes apples.
Mamma, will you get this apple?
Fred, will you get this apple?
The apple is on the tree.
The bird is on the tree.
The cat is on the tree.
Fred, will you catch the cat?
Will the cat catch the bird?
Is the hen on the tree?
The black hen is on the tree.
Will the hen get the apple?
The hen likes the apple.
Run away, little hen, the cat will catch you.
Fly away, little bird, the cat will catch you.
Pretty bird, will you sing?

WORDS CONTAINED IN ENVELOPE No. 6.
with, play, me, dress, where.

Will you play with me, Fred?
I will play with you.
Where is the pretty doll?
Will you dress the pretty doll?
I will get my doll and play with it.

My doll has a pretty dress.
My doll has a white dress.
Do you like the white dress?
The white dress is pretty.
Mamma likes my doll.
Will you play with my doll, mamma?
It is a pretty little doll with a white dress.
Mary plays with the doll.
Mamma and Fred play with Mary.
Has the doll a dress?

WORDS CONTAINED IN ENVELOPE No. 7.
are, did, am, box.

Where are you, Fred?
I am in the tree. Do you see me?
I can see you, Fred.
Can you catch the bird, Fred?
Where is it?
It is in the nest.
It will fly away.
Will the bird sing?
Can you see the eggs in the nest, Fred?
Are the eggs pretty?
Is the bird black?
Are the eggs white?
The little bird is black, and the eggs are white.
Did you see the bird fly away, Mary?
See the bird fly away.
I will get this apple, Mary.
Will you catch it?
Catch it, Mary.
Mary, did you see the black box?
What is in the black box?
A pretty little nest. The hen is on the nest.
Did you see the eggs in the nest?
Where are the eggs?
Can I see the eggs?
The hen is on the nest.
Run, hen, run. Fred will catch you.
Fred, how pretty the white eggs are.

KUHLMANN'S READING CHART.

The Reading Chart consists of a case.

This case consists of two parts, fastened together by hinges. One side opens downward and hangs upon the other by its hinges. When open the chart shows a surface of 20 x 22. The upper part of the chart is divided into thirty small compartments, each 2 x 2 x 2 inches.

The lower part of the chart is divided by narrow shelves into five spaces, running horizontally across it.

The compartments contain blocks 2 x 1 x ½ inches, on which all the letters of the alphabet, punctuation marks, etc., are printed. A different letter is printed on each side of each block, as: Blocks in the first compartment are printed *a* on one side, *b* on the other; those of the second compartment, *c* on one side, and *d* on the other.

The blocks are to be arranged on the shelves to form words and sentences, and when so arranged are held in place by a groove on the under side of each shelf.

ADVANTAGES OF THE READING CHART.

1. The words can be formed as needed. The chart can be used in connection with any reader, thus avoiding the expense of a new chart whenever a new series of readers is introduced.

2. The exercises in reading can be varied in many ways, thus making the work more interesting for children.

3. The children not finding the words in the same places, will not read what they remember from previous lessons, without looking at the words. Their attention is called to the words, as well as to the thought.

4. The same words can be brought to the child's notice as many times as seems necessary. Readers or printed reading charts do not offer enough material for review lessons, and often the teacher is obliged to take up a new lesson before the children are really familiar with the words of the previous lesson.

EXERCISES WITH THE READING CHART.

For reading matter to be taught, consult first reader.

Use also pictures from the first reader.

Make frequent use of objects for illustrating words.

Use the blackboard for writing, so that the children may learn the printed and the written word at the same time.

The following exercises will be found helpful and interesting.

Suppose the children were familiar with the words of the following sentence:

The hen is on the nest. The new words to be taught are: *my* and *black*. Before the children begin the lesson, the sentence already learned may be put in the reading chart.

1. Some of the children may read.

2. While the children turn the other way change the word *the* to *my*.

3. The children may find the new word and point to it.

4. Read: *My hen is on the nest.*

5. Turn again. Change *the nest* to *my nest*.

6. After the children have noticed the change, some may read. Call attention to *My* and *my*.

7. In the same way insert the word *black*.

8. The new words may also be put in different places in the chart, children finding them.

9. Take out one word; children tell which word is gone, and point out the place for it.

10. Children are given the blocks to replace the word.

11. The chart will be found convenient for review lessons in building sentences.

Put, for instance, the following words in the chart:

My *hen* *black* *white*.

Have the children think of words to fill out the blank spaces, as:

My *pretty* hen *is* black *and* white. Read.

12. Change *hen* to *cat*. Read.

13. Change *cat* to *cats*, and *is* to *are*. Read.

14. Put certain blocks on a slate, and have children tell what word can be made by putting these letters together.

The teacher can thus vary the exercises in many ways and keep the little folks interested in their work.

NUMBER RODS.

Every primary school should be provided with objects to be used for the first lessons in number. The method of illustrating written numbers by means of objects is well known, and has been used with satisfactory results.

Many teachers finding the distributing of objects troublesome, have for this reason gone back to their former way of teaching.

This difficulty is removed by using the number rods.

The *number rod* consists of nine small movable balls, upon a heavy wire, secured at both ends.

The objects are thus arranged in a manner convenient for use, and no time is lost in distributing.

In the first step in number only the nine digits should be used. With ten a new difficulty begins, hence only nine balls are placed on each rod.

The rods are used by the children in connection with blackboard work — the teacher leading the exercise — and also by the children independently, when at their work on slate or paper.

DIRECTIONS TO THE TEACHER.

Give a rod to each child.

Hold the rod with the right hand, so that it covers the balls. Use the left hand for pushing out balls as needed.

EXERCISES WITH THE RODS.

1. Teacher, holding up her rod, pushes out one ball.

Children do the same.

Write 1 on the blackboard.

Illustrate 1 in different ways, as: 1 boy, 1 girl, 1 chair, etc.

Put the ball back.

Have the children push out two balls.

Write 2.

Illustrate the same number in different ways, as: 2 dots, 2 chairs, 2 pencils, etc.

2. After 2 has been illustrated as one number, the two balls are separated by putting the index finger of the left hand between them, so that the two numbers can be seen distinctly. Read the exercise

from the rod $\frac{1}{2}$. As the children say two, the finger is taken away and the two balls are pushed close together. The exercise is also written on the blackboard, first by the teacher, and next by the children.

3. For a review lesson, the *number* is written *first*, and children quickly push out the same number of balls.

4. Write a number—5, for instance—on the blackboard. Children push out 5 balls, and, separating the balls, form the different combinations of 5.

5. The children may also tell stories in connection with these exercises, having the balls represent cherries, apples, pebbles, etc.

6. Illustrate subtraction in the following manner:

Push out four balls.

Write 4 on the blackboard.

Push back 2 balls.

Let the children tell how many balls they had at first, how many were taken away and how many are left.

While asking each question and receiving a correct answer, the exercise is also written on the blackboard.

7. Exercises without using the blackboard.

Push out 6 balls.

Push back 3 balls. How many remain?

Push back 2 balls. How many remain?

Push back 1 ball. How many remain?

Push out 4 balls.

Push out 4 more. How many?

Show me 2 and 3.

Show 3 cherries and 2 cherries.

Push out 7 balls.

Each may show something that can be done with seven.

Children will show different combinations, and tell about these.

Exercises similar to these may be continued with numbers as high as 9.

NUMBER CARDS.

These cards are printed on both sides.

On one side are two figures, combinations not higher than 9. The other side represents the same numbers in dots. The dots are arranged in groups to represent the two corresponding figures on the other side.

The cards are arranged in sets.

Each set consists of 60 cards, 20 different combinations, 3 of each.

The cards are especially adapted for busy work, and exercises similar to the following are suggested:

1. Teacher writes on the blackboard a list of combinations of numbers.

Children may find these in their boxes.

2. Children take from their boxes one card at a time, and write the two figures, with answers, on slates or paper.

3. Take one card at a time; write the two figures, and subtract.

4. Teacher writes on the blackboard: 4, 5, 8, 7, 9, etc.

Children find in their boxes all cards on which the two figures represent 4; next 5, etc.

5. Children may take two cards at a time; write the four figures, and add.

6. Teacher gives one card to each child; she also passes a box containing objects, and children take as many objects as indicated by the numbers on their cards.

7. Children are given one card at a time, and required to write the numbers, with answers, on the blackboard. This done, each may tell a story about his numbers.

8. The cards may also be used for work in multiplication.

EXERCISES WITH CARDBOARD OF DIFFERENT COLORS, CUT IN INCH SQUARES.

The bright colored squares please the little people, and can be used frequently, without tiring them.

Put the squares in small boxes, having one for each child. This will save time in distributing the material. The children may either stay at their seats, having the boxes on their desks, or stand facing

the blackboard, holding their boxes with their right hands. The latter is preferable, because the little ones need frequent change of position. The teacher stands in front of the children, near the blackboard, holding also a box with squares.

1. After the attention of the class is secured, the teacher takes out of her box one square.

2. The children are asked to do the same.

3. Teacher, holding up her square and showing it to the children, writes the figure 1 on the blackboard. Illustrate the same figure with different objects—1 book, 1 knife, 1 slate, 1 pencil; each time writing 1 on the blackboard.

4. Several children may come to the blackboard to write the figure 1.

5. The squares are put back in the boxes, and after the attention is again secured the teacher takes two squares out of her box; showing these to the children, she requests them to do the same. Illustrate 2 in the same manner as 1, and continue these exercises with numbers as high as 4. Children will soon learn to associate the figures with the same number of objects

6. Teacher may change the exercise by writing the figure on the board, having the children show the number of squares represented by the figure. The boxes may now be put aside, teacher, however, keeping one for herself.

The following exercises will be found helpful in teaching the different combinations of these numbers.

1. Teacher may put two squares close together on a slate.

2. How many squares do you see?

3. Write, or have some of the children write, the figure on the blackboard.

4. Separate the two squares. How many do you see in this place? How many in this? How many 1's do you see?

5. Write the two 1's on the blackboard.

6. Put the two squares close together. What do you see? Write on the blackboard.

Take the same exercises with 3 and 4. Continue these until the children can give all the combinations with *objects*, *orally* and in *written work*.

Some points may be mentioned here which are very important:

Make the children understand that the squares are given to them for work and not for play; that they are not allowed to take them out at random, but only according to directions given by the teacher;

that the work must be done quickly, and that no time must be lost in looking for certain colors. If the teacher shows the right spirit, and is fully in sympathy with her work, there will be little need of talking about these points. Her own eagerness will be the best guide for her pupils.

EXERCISES WITH CARDBOARD OF DIFFERENT COLORS, CUT IN INCH SQUARES, FOR BUSY WORK.

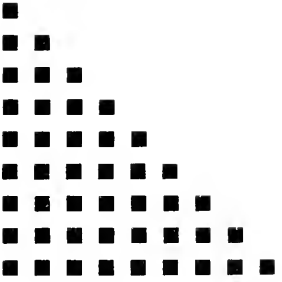
Each child is given a box of squares.

After the attention of the children is secured, the teacher writes on the board one of the following exercises, and the children put the squares on their desks in such a way as to correspond with the figures given by the teacher:

1. Teacher writes on the board:

1
2
3
4
5
6
7
8
9

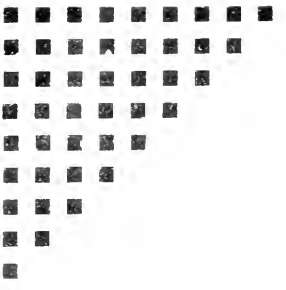
Children arrange the squares as indicated below:



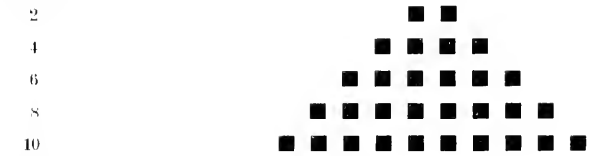
2. Teacher:

9
8
7
6
5
4
3
2
1

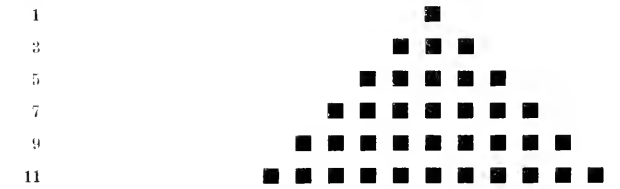
Children:



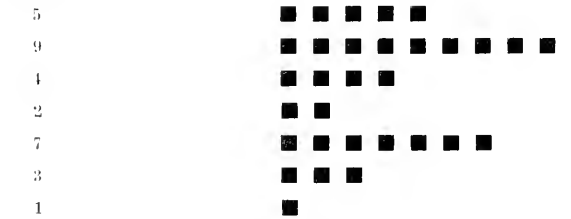
3. Teacher: Children:



4. Teacher: Children:



5. Teacher: Children:



6. The following exercise will also be found very helpful: Teacher writes on the board one figure, 7, for instance. Children represent with their squares as many two numbers as they can think of, which together make 7, as:

Children:

The same material may also be used to represent forms for drawing. The squares can be put together to make many beautiful designs. The children delight in inventing new things, and they very soon learn to do the work without help from the teacher.

Teachers who are in need of something to keep the little folks busy will find the exercises with squares very helpful.

KIND WORDS FROM SOME OF OUR EDUCATORS.

The Reading Boxes have been in use in the primary departments of our schools for more than two years. The teachers find them to be a great help in busy work. By their use the little folks get a much better knowledge of words, of punctuation and capitalization. The children learn by doing, and the work of the school room becomes real pleasure. I can heartily recommend the Reading Boxes to all interested in primary work.—SUPT. J. E. KLOCK, Emporia, Kansas.

We are using your Reading Boxes in our primary classes, and now wonder how we managed to "keep house" without them. They have stood the practical test of two years' use in our schools, and we think more highly of them now than when we introduced them.—SUPT. GRIDLEY, JR., Kingman, Kansas.

We have been using your Reading Boxes for nearly two years, and find them very useful. Our first year teachers speak of them in the highest terms.—SUPT. JOHN COOPER, Leavenworth, Kansas.

The Reading Boxes are giving entire satisfaction. I can recommend them to any one who may desire to use them.—SUPT. R. W. WOOD, Jeffersonville, Ind.

As a practical aid in primary work, I think the Reading boxes are unsurpassed. In fact, since using them, I don't see how I could teach a primary class without them. They impart instruction more rapidly than any other means I have ever used.—SUPT. ED. T. BARBER, Iola, Kansas.

Kuhlmann's Reading Box for teaching reading to beginners, is a most efficient aid to the teacher who has an idea permeating her work.—SUPT. A. H. OWEN, Salina, Kansas.

PRICE LIST

OF

KINDERGARTEN MATERIAL.

	Price.	*Postage.*
First Gift, 6 worsted balls	$0.55	$0.07
Blocks for Building, large box	1.25	Express.
Parquetry Paper, 1 box	.20	.01
Colored Sticks, 1, 2, 3 inches, 1 set	.05	.01
Half Rings, 3 different sizes, 1 set	.12	.02
Paper 8½ x 11, ruled in squares, both sides, 50 sheets	.25	.11
12 Pie nres for sewing, 4 x 5½	.25	.02
1 Perforating Cushion	.15	.01
1 Perforating Needle	.03	.01
100 Bristol Board, 4 x 5½	.35	.12
12 Weaving mats, 5 x 7, strips ½ inch wide	.15	.02
12 Weaving mats, 5 x 7, strips ¾ inch wide	.15	.02
12 Weaving mats, 5 x 7, strips ¼ inch wide	.15	.02
1 Steel Weaving Needle	.05	.01
100 Glazed papers, 4 x 4, assorted colors	.15	.04
100 Triangles, 4 x 4, glazed paper, assorted colors	.20	.04
100 Circles, 4 inches diameter, assorted colors	.20	.04
100 Papers, 4 x 4, for folding	.12	.04
100 Papers, 3 x 3, for folding	.08	.04
100 Papers, 2 x 2, for folding	.04	.02
100 Strips of paper, ½ inch wide, assorted colors	.03	.01
100 Wires, 4-5 inches long	.08	.04
12 Moulding Knives	.25	.02
Cardboard, 4 x 4, for number work, 6 sets	.10	.06
1000 Lentils	.30	.02
Number Tablets A	.20	.05
Number Tablets B	.25	.05
10 Wooden balls (Hailman's)	.15	.03
Kuhlmann's Number Cards, 1 set	.08	.02
1 Kuhlmann's Number Rods	.07	.01
1 Kuhlmann's Reading Boxes	.35	.03
6 Kuhlmann's Reading Boxes	2.00	Express.
12 Kuhlmann's Reading Boxes	3.50	Express.
18 Kuhlmann's Reading Boxes	4.50	Express.
24 Kuhlmann's Reading Boxes	5.25	Express.
1 Kuhlmann's Reading Chart	5.00	Express.
Merry Songs and Games	2.00	.15
Education by Doing	.75	.06
Toy Money	.30	.04
Children's Entertainment	.25	.01
Ruled Writing Books	.05	....

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